

CHAPTER II

A REVIEW OF THE LITERATURE

A. Entrepreneurial Competence

1. The Notion Of Competence

According to Echols and shadily cited suwardi, the word competence comes from English competency meaning as a noun a competence, know-how, competence and authority.¹ This is in line with the opinion of suparno said sudrajat explains that in the competencies are usually interpreted as sufficient proficiency to perform a task or as someone who has skills and proficiency required.² In a broad sense above that any way used in the lessons are geared to achieve competence is to develop quality human beings who have the knowledge, skills, and the ability as presupposed. According to sudrajat munandar was quoted by the competence is the power to take any action as a result of his carriage and exercises. This informs the two factors that affect the formation of competence, namely: 1) congenital Factors such as aptitude, 2) Factors such as exercise results study.

According to Mcashan cited by mulyasa of competence can also be construed as knowledge, skills, and abilities that are controlled by a

¹<http://akhmadsudrajat.wordpress.com/2008/01/21/kompetensi-guru-dan-peran-kepala-sekolah/>retrieved 10 september 2017 at 00.05

²*ibid*

person and has become a part of him so that it can perform the behavior-the behavior of cognitive, affective, and psychomotor carefully. Meanwhile according to a Finc Crunkilton competence and mastery of a task, attitudes, and skills necessary to support the appreciation of success.³

Kenezevich argued, as excerpted by sudrajat in his book explaining that competence is the ability to achieve the goals of the organization. This ability is the result of merging the capabilities of many of its kind, can be in the form of knowledge, skills, intelligence and others who have for achieving the objectives of the organization.⁴

According To The LM. Unity means that competence is identical with the ability, while the ability of every individual based on cognitive ability or psychomotor ability, kcerdasan/akuatif and affective abilities, lays out that the development of cognitive ability, psychomotor, and affective must be grounded by high budipekerti and devoted to the Lord Almighty so that every individual can achieve the quality of SCIENCE and TECHNOLOGY, and the reliable IMTAQ marked with emotional maturity, social maturity, intellectual as well as moral maturity and responsibility.⁵

³ Mulyasa, 2003. Competency-Based Curriculum, The Concept; Characteristic and implementation. Bandung: PT. Teen Rosdakarya

⁴ Akhmad Sudrajat (2008). the competence of the teachers and headmaster role. accessible from <http://akhmadsudrajat.wordpress.com/2008/01/21/kompetensi-guru-dan-peran-kepala-sekolah/> retrieved 10 september 2017 at 00 pkl.

⁵ *ibid*

2. Entrepreneurship

a. Understanding Entrepreneurship

The definition of entrepreneurship (*entrepreneurship*) also have been many leveled by experts, in particular the management experts, as well as opinions Hirich, Peters, and Shepherd which means entrepreneur is the process of branding something new on the values that use the time and effort required, run the risk of financial, physical, and social risks, which accompany the monetary reward, are produced, as well as satisfaction and personal freedom.

Meanwhile other references define entrepreneurship is the result of the result of a systematic process of implementation as well as the discipline of creativity and innovation in meeting the needs and market opportunities as well. This is in line with what was expressed by another expert on entrepreneurship (*entrepreneurship*) is a creative and innovative capabilities basis, tips and resources for finding opportunities to success. Then from some definitions of entrepreneurship there is in common views on the notion of entrepreneurship, namely the existence of a creative and innovative elements to achieve a success.

Self-employment is etymologically derived from the word 'Hero ' and ' business '. ' Hero ' means survivor, hero, man excels,

exemplary, virtuous, brave and calm great. The effort means a charitable deed, work, to do something. So the entrepreneur is the hero Warrior or nothing. Minister of cooperatives and small Entrepreneurs Coaching Number 961/KEP/M/XI/1995, put down entrepreneurial sense are the ones that have attitudes, behaviors, and capabilities, a person in dealing with the business or activities of which leads to efforts seeking , creating, and implementing ways of working, new technology and products and increase efficiency.

Entrepreneurship prefer to the nature, character and traits that are attached to the individual who has the willingness to embody and develop creative and innovative ideas that belong to the activities in the value. Entrepreneurial spirit and attitude is not only owned by entrepreneurs, but also everyone who think creatively and act innovative. Entrepreneurship is the ability to be creative and innovative base, tips and resources to find and take advantage of opportunities to success

Become an entrepreneur means have the willingness and the ability to find and evaluate opportunities, gather the resources needed and to act to take advantage of that opportunity. They dare to take risks that have been taken into account and like a challenge with moderate risk. Entrepreneur and believe firmly on him and

their ability to take the right decision. The ability of the decision which is the characteristic of the entrepreneur.

b. Entrepreneurial Characteristics

Entrepreneurial characteristics pertaining to three dimensions, namely, innovation, risk taking and proactive. Innovative nature refers to the development of a product, service or process that includes a conscious effort to create specific objectives, focusing on changes in socio-economic potential of the organization based on the individual's creativity and intuition. Risk-taking refers to an active willingness to pursue opportunities. While proactive dimension refers to the nature of assertive and implementation techniques of search opportunity "markets" that constantly and experimenting to change the environment.

Soul, attitude and behavior of entrepreneurship have traits:

(1) fully confident, with full confidence, optimistic indicators, disciplined, committed and responsible; (2) has the initiative, with the indicator full of energy, active and nimble in the Act; (3) it has accomplished with indicators of results-oriented and forward-looking; (4) has the soul of leadership with a bold indicators appear different, trustworthy and resilient in the Act; and (5) risk-taking with a full calculation.

Confidence and belief elaborated into independent character, individuality and optimistic. Characteristics of the needs will be accomplished include profit-oriented character, perseverance and grit, determination and hard work, a big motivation, energetic and initiative. Risk taking ability means like the challenge. Apply as a leader means to be able to get along with others (subordinates), responding to suggestions and criticisms, innovative, flexible, have many sources, versatile and learned a lot. In addition, the entrepreneur has the foresight and an advanced perspective.

The entrepreneurial process underlying axioms is a challenge for creative thinking and acting in innovative and so the challenge is resolved and resolved. Creative ideas and innovative entrepreneurial does little that begins with the process of imitation and duplication, and then evolved into the development process and results in the process of creating something new, different and meaningful. The stages of the creation of something new, different and meaningful this is called entrepreneurial stage.

According to Judge (1998:34), there are four elements that make up a true entrepreneurial archetype and sublime, namely: (1) the mental attitude, (2) leadership, (3) governance (4) skills.

Thus, the entrepreneur must have certain properties or characteristics so that it can be called an entrepreneur. In General, an entrepreneur needs to have confidence, and task-oriented results, dare to take risks, have the leadership, originality and future-oriented.

Thus, self-employment in the context of schooling is a decision maker who helped the formation system of the activities of an institution that is free from attachment to other institutions. Most of the drivers of change, innovation and progress Dynamics activity at school will come from headmaster who have entrepreneurial soul. Entrepreneurs are people who have the energy and desire to engage in adventure of innovative. Self-employment also has a will accept personal responsibility in realizing wishes.

An entrepreneur has the power of innovation, which in the process of innovation demonstrated new ways in doing a better job. In connection with the duties of headmaster, most of whom are not aware of the diversity and breadth of the field that determines the actions to promote the school. Achieve excellence in doing the plan was ideal in the pursuit of goals, but it is not a realistic goal for most of the headmaster entrepreneur. For the headmaster that an acceptable and realistic results are more

important than perfect results. Everyone including the headmaster creative and innovative is a unique individual and specific.

B. The Head Master

1. Understanding Of The Headmaster

The success of the institution depends very much on the leadership of the headmaster. Because the headmaster as a leader should be able to bring the institution towards the achievement of the vision and mission of the institution. The headmaster must also be able to notice any change in the future in the life of globalization better. The headmaster shall be responsible for the smooth running and success of all settings and management Affairs formally and informally to superiors to society that entrusts the son of his daughter at the Institute.

The headmaster is the functional teacher who was given the task of leading a school where the teaching and learning process is held or the place where happened interaction between teachers who give lessons and a cent of students receiving lessons.⁶

Two words that became the headmaster keyword is "head" and "school" Word as can be interpreted as head chief or leader in an institution or organization. While the school is an institution

⁶Wahjosumidjo, 2005, *the leadership of the headmaster (review Teoritik and Permasalahanya)*, Jakarta: King Grafindo Persada, p. 83

where members receive and place into the lesson.⁷ In the institution of the school headmaster or the now popular term "with teachers who got additional duties as head of the school. This is not because they are more senior age, much less by chance. In recruitment for the positions of headmasteris expected to be a tough personal figure and reliable in realizing the vision of the agency mission.

School is an institution that is both complex and unique. Why is it are complex, it is because school is an organization which there are various dimensions with one other inter-related and mutually determine. The school is a unique institution, this is indicated with be have special characteristics based which is based it is different with the institutions or other organizations. Based traits put school with its own character, in which the teaching and learning process occurs, where how this human culture. Therefore, the school requires the coordination of the stay of each element of the school. Due to the success of the school is the success of the headmaster.⁸

The headmasteris successful when they understand the existence of the school as a unique and complex organization, as well as being able to carry out the role as headmaster who was given the responsibility to lead a school. Studies show that the

⁷ The Ministry of education and culture of the Republic of Indonesia *a large Indonesian Language Dictionary*, 1988 perum balai Pustaka: Jakarta, p. 420, and 796

⁸*Ibidp.* 81

success of the headmaster the headmaster is someone who determines the center point and also the rhythm of a school.

Even further the study shows that the success of the headmaster is the success of the school. There is school headmaster as a person who has high expectations for its staff and students. The headmaster that many of them know their duties and those who determine the rhythm for their school.⁹

From the explanation above, we can conclude that the position of headmaster very determining the direction of an institution. The headmaster is a regulator of existing programs in educational institutions. Because later expected headmaster will be able to bring the spirit of the work of teachers and school culture building in improving services in terms of educational services and enhance image on society.

2. The functions and duties of the headmaster

Aswani sujud, Moh. Saleh and m. amirin Tatang in his book "its administrative HR education" States that the function of the headmaster in an institution could be described as follows:

1. The formulation of objectives and policy makers work school

⁹ James Lipham H, et al, 1560 *The Headmasterhip Concepts, Competencies and Cases*, longman Inc., Broadway New York N.Y. 10036 p. 1

2. School, work layout Manager that arranges the Division of tasks and managing officer, held a set of activities,
3. Supervisor school activities, which include: set of activities, directing the implementation of the activities, the evaluation of the implementation of activities, guiding and enhancing the ability of the executor.¹⁰

Basic tasks and functions of the headmaster as leader of education are:

- a. Planning the school, in the sense of setting the direction of the school as an educational institution by way of formulating the vision, mission, and also strategies in pencapaiannya.
- b. Organizing schools in this respect namely making organizational structure, assign staff, and assign the duties and functions of their respective staff.
- c. Moving staff. In terms of directing and motivating staff through internal marketing and gives examples of external marketing
- d. To conduct surveillance, supervision, control and guide all staff and residents of the school.

¹⁰Daryanto, 2001, *its administrative HR education*, (Jakarta: Cipta Rineka) p. 81

e. Evaluating the process and outcomes of education for basic education and the growth of quality, as well as doing problem solving, either analytically or sistematic creative problem solving as well as tackling conflict.¹¹

As leader of the education at school, then a headmaster, the headmaster will have to organize school and band's style that works in it in situations that are effective, efficient, democratic, and cooperation team (*team work*). Under his leadership education programs will be planned, organized, implemented and evaluated. In the implementation of the program of the school headmaster should be able to lead in a professional manner, the teaching staff, working scientifically, full attention, as well as with democratic emphasis on improvements to the process of teaching and learning on an ongoing basis.

Therefore, the headmaster also has other basic tasks namely in terms of the management of the educationactivities and learning in all schools. More operational there were headmaster covering the activities of the digging and utilizing all resources integrated schools in the framework of the

¹¹Sudrajat,2004 *School-based quality improvement Management*,Bandung: Copyright Cekas Grafika, pp. 112

achievement of the objectives of the school live effectively and efficiently.

Outline the duties and functions of the headmaster activities of planning, management, and evaluation of learning. As for planning activities are as described below:¹²

a. Educator (*Educator*)

As an educator, school headmaster activities of planning, management and evaluation of learning. Planning activities demand capabilities in arrange learning devices. Learning management activities require the ability to select and apply the strategies effective and efficient learning and evaluating activities reflect its capabilities in selecting the appropriate evaluation methods. In providing follow-up that is needed especially for the improvement of instruction. As an educator, school headmaster also has the function of guiding students, teachers, and other educational personnel.

¹²Mulyasa, 2010, *Became the headmaster professional*, Jakarta: Rosda Karya, p. 98

b. Leader

As the leader, the headmaster function moves all the potential of the institution control. In an effort to drive potential, the headmaster required to be able to apply the principles and methods of leadership in accordance with upholding example, motivation and empowerment of staff.

c. Manager

As a Manager, headmaster in operational implement the curriculum management, student, financial, workforce, facilities and infrastructure, school-community relations, and administration of the school. All these operational activities are implemented by a set of work procedures i.e. planning, organizing, and supervision. Based on the challenges faced by the school, then as the leader of the headmaster implementing new approaches in order to improve the quality of the school.

d. Administrator

In a broad sense, the headmaster is the highest policy makers in all schools. As policy makers, headmaster have to conduct an environmental analysis (political, economic, and socio-cultural), carefully and

also devise strategies for making changes and improvements to the school. In a narrow sense, the headmaster is in charge of the activities of the administration of the school administration in support of learning activities.

e. Entrepreneurship

As an entrepreneur, the headmaster serves as inspirator for the emergence of creative ideas and innovative in managing an institution. Creative ideas strongly needed especially since the school has limited financial resources and at the same time has advantages in terms of both internal and environmental potential, mainly sourced from the public or from the Government local.

f. The creator of a work climate

Headmaster, serves as a catalyst against the spirit and the performance of the entire educational effort. Headmaster need to encourage teachers and staff in working under the atmosfer a healthy workplace. A healthy working atmosphere provide the impetus for all

staff to work together in achieving the objectives of the school.¹³

g. Supervisor

Supervision can also be construed as coaching given to the entire staff of the institution so that they can improve the ability to develop teaching and learning situation properly according to the purpose of education. The headmaster the supervisor has a role and responsibility to build, monitor, and improve the process of learning an active, creative, and fun. Headmaster supervision can be done individually and groups.¹⁴

Briefly the functions and tasks of supervision are as follows:

- a. Run the activity to know the situation of its administrative HR education, as education activities in schools in all areas.
- b. Specify the conditions that are necessary to create a situation of education in all schools.

¹³<http://aktual-asiddau.blogspot.com/2017/07/20/tugas-pokok-dan-fungsi-kepala-sekolah.html>

¹⁴Suhertian, 2000, *basic concepts and techniques of educational Supervision*, Jakarta: Cipta Rineka, p. 112

- c. Running activities to heighten the results and to eliminate barriers.

From the explanation above, it can be concluded that the headmaster shall be responsible for the implementation of the entire programme of education in all schools. To be able to realize all the duties and functions of the leadership, then the headmaster should know the amount of power the education, knowing his name, know the tasks each, maintaining a family atmosphere and attentive to the well-being his aides.

3. The Headmaster Competency Standards

A person can be said to be competent in particular if he mastered the skills to work as an expertise aligned with the field. Headmaster in managing education units required to master certain skills and competencies are also with skill that can assist the implementation of the bring mandate as a school headmaster. Suhertin means "competences as the ability carry out something that is acquired through education and training." Certain competencies acquired through a variety of education and training undertaken in accordance with specific quality standards and with the tasks to be implemented. This is in tune with what is expressed by Supandi that:

"competence is a set of abilities to do something, and not merely knowledge. Competencies demands a cognitive ability, affective conditions, values and specific skills the typical and specific characteristics associated with the position or assignment is done."¹⁵

The specification is intended so that the headmaster can perform to its full potential. The headmaster that meets the requirements or criteria means authorities position the Office or duty provided in other words meet the requirements of competence.

Thus the headmaster mandatory competence owned is intellectually, skill and the basic values that reflected a school headmaster in the habit of thinking and acting consistently become competent to take a decision, the utilization of the provision and improvement of existing resources to enhance the quality of education at governance.

According to the regulation of the Minister of national education of the Republic of Indonesia No. 13 Year 2007, about the standard of the headmaster of the madrassa, that must meet the standard of competence ' (1) competence of personality, (2)

¹⁵A. s. Wahyudi 1996, *Management Strategies*, Jakarta: Binarupa Aksara, p. 28

managerial competencies, (3) competence entrepreneurship, (4) supervision competence and (5) social competence. "

a. Competence of personality

The personality of a topic that is often discussed in many quarters. In this case when talking about personality then it is not apart from the viewpoint of psychology. Psychology of personality is the analysis of the knife used to see someone's personality. Personality is indeed a something abstract, can only be seen through looks, actions, speech, and how to dress. Each person would of course have a different personality.

According to Hipocrates, that in man there are four kinds of properties, namely the nature of the soil, dry nature contained in *chole* (dry bile), wet nature of water contained in *melanchole* (black bile), the nature of the cold air contained in the *phlegma* (mucus) and fire properties of the heat contained in *sanguis* (blood). Then Gall be perfect Hipocrates opinion and personality on the basis of the above the State mixture proportion of liquid-liquid. Hipocrates and Gall overview personality is divided into four different dominant body fluids namely:¹⁶

¹⁶SyaifulSagala,2009,*the ability of Professional teachers and Educational Personnel*,Bandung: Alfabeta, p. 126

1. *Chole* has the principle of voltage, *tipekholeris*, and typically live (ardent), heart burn easily, great fighting power and optimistic.
2. *Melanchole* has the principle of *penegaran (rigidity)*, type *melankholis*, and the nature of his trademark easy fighting power of disappointment, a small, grim, and pessimistic,
3. *Phlegma* has the principle of plasticity, phlegmatic type and properties typically do not like hurry hurry (calm, pool), not easily influenced, and loyal
4. *Sanguis* has the principle of *ekspansivitas*, the type and nature of life typically *sanguinis*, easily change his bow, and friendly.

As head of school should have the ability to get to know the teachers and other personnel personality by using the types found by Hipocrates and Gall. Generally all people have four types above, just that there is a greater tendency on the one of the *chole*, *melanchole*, *phlegm*, *sanguis*, or if one of the other dominant not so dominant. So will be found in the person of every human being.

According to Erikson, someone's personal identity will grow and take shape through the development process of

psychosocial crisis which lasted from phase to phase.¹⁷ Erikson assume that every individual who is being forced to grow should be aware of and interact with the social environment that develops. If the individual is able to overcome the crisis for the sake of the crisis that will come up with a good personality and healthy then this is succes. It is characterized by straight on controlling the society, functions integrated, physical and psycho comprehending itself optimally.

The personality competence is a private self performance (properties) that must be owned by someone. The dimensions of the personality of the headmaster competencies outlined in the following form:¹⁸

1. Represents a strong personality as a leader
2. Have a strong willpower in self development as head of school
3. Be open in performing basic tasks and functions
4. Able to control themselves in the problems facing dalma improvements as headmaster.
5. Have an aptitude and interest in the position as headmaster

¹⁷ Abib, Syamsuddin Makmun, 2003, *the psychology of education*, Bandung: PT. Rosda the work of youth, p. 117

¹⁸ *Ibid*, p. 127

b. Managerial Competencies

A school headmaster, the other must carry out the management process which refers to management functions, she also claimed to be able to understand at once apply the entire substance through educational activities. According to sanusi who were quoted Anwar Idochi and m. yayat Hidayat Amir that:

"changes in the role and function of school stasis in times past to fully-dynamic and constructive in the era of globalization, bringing a wider responsibility to the school, especially to school administrators. On them should be available enough knowledge about the real needs of the community as well as a willingness to learn skills continuously changes that are happening in the community so that school through educational programs gave can always adjust to new needs and new condition.¹⁹

Presupposed by the opinion that the headmasteras an educational administrator category one echoes its shape need to complement the insight education leadership with the knowledge and attitudes of anticipatory to changes that occur

¹⁹<http://sujarwohart.wordpress.com> (accessed on 30 July 2017 date at 09.48 pm)

in the life of the community. Macro policy development including education. Realization of the most actual development change at this time was the increasing aspirations of society to education, and the incessant demands of education which include improved Equalization of opportunity aspects of quality, efficiency, and relevance.

Managerial competencies are contained in the annex to regulation of the Minister of national education no. 13 year 2007 on April 17, 2007 is as follows:

1. Able to devise planning school/madrasa for various levels of planning.
2. Mengembangkn madrasah schools/organizations in accordance with their needs.
3. The lead of the school/madrasa resource utilization in order to school/madrasa optimally.
4. Managing change and development school/madrasa towards an effective learning organization of teachers and staff in the course of utilization of human resources optimally.
5. Create a culture and climate of the school/madrasa conducive and inivatif learning for learners.

6. Manage staff and teachers in order to void the pendaya human resources optimally.
7. Manage facilities and schools/madrasah srana infrastructures in order to optimally efficient.
8. Manage relationships with the community school/madrasah in order search support ideas, learning resources, and financing school/madrassa.
9. Manage learners in order of acceptance of new learners, and placement as well as the development of the capacity of learners.
10. Manage curriculum development and learning activities in accordance with the direction and purpose of national education.²⁰

c. Entrepreneurial Competence

Entrepreneurship is the process of creating something new and daring to take risks and benefits. Experts agree that the definition of entrepreneurship concerns three behaviors: (a) creative, (b) commitment (motivation high and full responsibility) (c) dare to take risks and

²⁰<http://turitempel11.blogspot.com/2009/08/standar-kompetensi-kepala-schoolah-825>

failures. Entrepreneurial headmaster dimensions of competence elaborated as follows:²¹

1. Create useful innovation for the development of the school.
 2. Working hard for the success of the school
 3. Have a strong motivation to succeed and carry out basic tasks and functions as the leader of the school.
 4. Never give up and always looking for the best solution in the face of constraints faced by the school.
 5. Have the entrepreneurial instincts in managing production/service learning resources the school as students.
- d. Competence of the supervision

To achieve the desired results or to be planned, headmaster in managing activities need to do coaching and assessment. Coaching more toward giving assistance to teachers and the personel while scoring more in the direction of measuring by means of audit quality of work procedures and work instructions that had been assigned together can be achieved or It is not.

²¹A. s. Wahyudi, op. Cit., p. 31

Therefore the head of school must have the ability to supervision and audit the performance of teachers and other personnel in schools with the following activities:

1. Able to perform appropriate supervision procedures and techniques of proper techniques.
2. Able to undertake monitoring, evaluation and reporting educational programs in accordance with the appropriate procedures.
3. Follow up on the results of academic supervision against the teachers in order to increase the professionalism of teachers.

e. Social Competence

Educational psychology experts call this social competence as *soccial Intelegency* or social intelligence. Social intelligence is one of the nine intelligences (logic, language, personal, space, sports, nature and cuisine. All the intelligence it had by someone, just maybe some of them are prominent and the other less common. The intelligence of some of the unique integrated and simultaneous work when someone is thinking and or working on something.

According to Ramly headmaster/teacher is a mirror. Headmaster/teachers as mirror paint a picture of how he looked at her, the, and practiced profession. Based on the description, which is the competence of Sociality is an ability of a school headmaster/teacher in terms of communicating and getting along with effectively: (a) learners, (b) fellow educators, educational personnel (c), (d) the old guardian of the learners and (e) the surrounding communities.²²

So a school headmaster/teachers must: (1) are able to communicate effectively, empathetic, and polite with the students, (b) are able to communicate effectively, empathetic and polite with fellow teachers, and educational personnel, (c) are able to communicate effectively, empathetic and polite with parents of students and society (d) cooperative nature, act objectively, and not because of discriminatory considerations of gender, religion, race, physical condition family background and socioeconomic status, and (e) capable of adaptation in place of the task in the entire territory of the Republic of Indonesia which has socio-cultural diversity.

Social competence headmaster dimensions spelled out as follows:²³

1. In collaboration with other parties for the benefit of the school.
2. Participate in social activities.
3. Have social sensitivity towards people or other groups.

The headmaster competencies as required in the regulation of the Minister of national education of the Republic of Indonesia, the course has not been enough to guarantee the success of the school in achieving its vision and mission. Because it needs to be coupled with other competencies-competencies related to the duties and functions of the head of school. Given the headmaster in the management unit has a strategic position of education in developing the resources of the school especially exploring in the achievement of educational goals teachers who have been on the set.

Based on the various opinions about the professionalism or competence of the head of school or madrassa that researchers mentioned above then need to let a school headmaster is required for professional so that the intended purpose can be achieved with maximum. There are at

²³A. s. Wahyudi, op. Cit., p. 32

least eight competencies must be owned by a school headmaster to be able to do their job properly. *First*, have a great sense of responsibility over the implementation of all activities that support the achievement of the goals of the school/education. *Second*, it has the ability to motivate others to carry out his duties with full responsibility and sincere. *Third*, has the race confident, example of a high and authoritative. *Fourth*, it can establish a harmonious relationship with the community and can Engage actively in order to realize the goals of the school. *Fifth*, able to guide, oversee, and fostering a subordinate or teacher, so the teacher obtain each task that corresponds to control. *Sixth*, soulless big, has the curious and have a mindset oriented to far into the future. *Seventh*, courageous and able to overcome the difficulties. *Eighth*, always doing things real innovation into the demands of the community. If the eight competencies ideal of yesteryear could not be fulfilled, then the minimal ideal of a headmaster is to have idealism to advance school, promote creativity of students, advancing the professionalism of teachers and to build soft skill community school.

Anyone who leads a school head of school in being able to perform the function of good communication with all parties it will be automatic led by teachers, staff, and the

community is enough to declare that the headmaster is the head of school that's pretty ideal. He also will create a work situation fight optimal and comfortable.

With regard to the competence of manajerment, a school headmaster in running as should still consider a variety of approaches and styles of leadership so that all the resources that exist in school enabled da can be harnessed in maximum.

C. Brand Image

1. Understanding Brand image

a. Brandis one of the most important part of a product can be brand image. Add a product. Good products in the form of goods or services.A brand is a name, symbol, design or a combination of which marks for use as an identity of individuals, organizations, or corporations on goods and services that belong to differentiate with other products.

b. Image(image). Kotler and fox²⁴defines the image as the sum of the figures, impressions and convictions that are owned by a person against the person or against an object.Bill Canton Sukatendel²⁵(1990) *"Image": the Impression; the feeling, the conception wich the public has company; a conciussly created,*

²⁴Savaliya, 2001, *Behavior and Marketing Communications*, Bandung: Rosda Works, p. 83

²⁵ Elvinaro Soemirat Sholeh,,2008, *the basics of Public Relations*. CET. 6th, Bandung: PT. Remaja Rosda Paper, 2008) p. 111-112

created a first impression of the object, person or organization " (the image is an impression, a feeling, an overview of the public against the company; the impression that deliberately created from an object, person or organization. Then the image is formed on the basis of knowledge and information-information received.

2. The factors Forming Brand Image

Foxall, Goldsmith, and Brown²⁶ argue that the *brand image* is a blend of impressions; a can-shaped was reaction deep emotions of an introduction of a rapid, mental emotions to distinguish a *brand* with others formed the basis for the consumer purchase behavior.

The factors forming *brand image* according to Shiffman and Kanuk among others are:²⁷

1. The quality or the quality offered by manufacturers with brand tertentu
2. Can be trusted or relied upon
3. Have usefulness or benefit
4. The Ministry, relating to the duties of manufacturers in serving consumers

²⁶Gordon r. Foxall, et al. 2002, *Consumer Psychology For Marketing, 2nd Edition* (UK: international lawyers Thomson Business Press, p. 63

²⁷L.G. & I. Schiffman I. Kanuk, 1997, *Consumer Behavior, 6th Edition*, New Jersey: Prentice Hall Inc. p. 185

5. Risks relating to the profit and loss experienced by consumers
6. Price, high to low with regards to the costs incurred to obtain a consumer product
7. Image of the brand itself in the form of sight, deals, and information relating to a brand

Hermawan Kertajaya that the brand image in feel consumers can be affected to several factors such as:²⁸

1. Communication from the another that are not necessarily the same as do marketers. Communication bias coming from other consumers, retailers and competitors.
2. Consumer experience through experiments conducted consumer can change the perception of who owned it before. Therefore, the number of various perceptions that arise that will make up the *total image of the brand* (the overall Image of a brand).
3. Product development: the position of the *brand* of product is indeed quite unique. On one side, is the umbrella for the product, which means that with given *brand* , the product can go up in value. On the other hand the performance of

²⁸ Philip Kotler and Hermawan k. 2000, *Asian Respotioning From Buble to Sustainabl Economy* (Singapore: john Wiley & Sons, 2000). 485.

products come into form *brand image* of the control and of course the consumer will compare between the performance of the product has been felt with the promise *brand* in the slogan.

c. Brand Image in *Public Relations* Activities

To build a *brand image* is strong indeed many things to do. In addition it should also be able to maintain the existing customer. A product must also be able to attract new customers. In attracting new customers can be done by increasing brand awarnes, clarify the *brand identity* and give confidence to prospective customers that the product/service provided is really superior, quality, and It has a high value. If these things can be done properly, then the expected product owned or owned services will have a value of *trustworhhines* fill high consumers.

In marketing communications, advertising and promotion does have an important role in building *brand image*. This is because these activities have a broad target *audience* , so in a relatively short time, the message is conveyed about the *brand* more quickly up. Amalia e. MaulanaStates that many other activities used as a *brand image* Builder among others are:²⁹

²⁹Amalia e. Maulana, "*building a Brand Image*" in the <http://www.swa.com> retrieved 7 August 2017 pkl. 08:20

1. Packaging design, including content writing/the message
2. Event, the promotion of public places
3. Indirect Advertising or are *public relation*
4. *Corporate Social Responbilitysocial* activities yakitu for momunitas conducted by the company/institution
5. *Customer Service*, how the company handles complaints, input from consumers after the transaction
6. What about employees who work in the front line (*front liners*) be it sales, cashier, receptionist, etc. behave in the face of customers etc.

The above can be seen from exposure to some of the importance of the functions of *public relations* in improving the *brand image* that fits the purpose of a company or institution. In the code of ethics of IPRA³⁰(*International Public Relations Associations*) explained that in *the process of public relations* include several things, among them: decision making, involving organizational management company or the Valley, social responsibility, undertake communication activities, publications

³⁰Rosady Ruslan, 2004, PR Ethics, Jakarta: PT Raja Grafindo Persada, p. 16

and promotions. Besides, it is able to create and maintain positive image through the coaching relationship and the willingness of good public with various parties.

d. The Role of Public Relation in the World of Education

The role of a public relations is urgently needed in an organization or agency. Public relation as a bridge between companies with the public or managed with employee so that mutual understanding has been reached between both sides. Public relations act as communicators when management related to employees. Rosady Ruslan States that the role of public relation among others are:³¹

A public relations expert practitioners who are experienced and have a high ability can help find a solution in resolving the problem of relations with the community. Relationship expert public relations practitioners with such organisations management relationship with doctor his patient. That is to say, the managing of acting passively to accept or believe what has been suggested by the expert public relations in solving and overcoming public relations in solving problems and overcoming public relation being faced by a organisations.

D. Islamic Education Institute

³¹Rosda Ruslan, 2005, *Mansjemen of the publick relations and media and communication media: conception and application* (Jakarta: PT Raja Grafindo Persada, jakarta-thing:

1. The notion of Islamic educational institutions

Etymologically, the institution was the origin of things, reference, something which gives the shape on the other, the agency or organization that aims to hold an academic research or conducting a business.³²in English, the Institute called *Institute*(in the physical sense), that means or organizations to achieve a particular goal, while institutions in the sense of non physical or abstract referred to *the institution*, namely a system of norms to meet the needs of life. Institutions in the sense of physical, also known as *building*, and institution in the sense of non physical called *institution*.

In the terminology of the quote Ramayulis by Hasan Langgulung, that institution is a system of rules that are abstract, a conception that consists of codes, norms, ideology-the ideology and so on, whether written or No, including supplies of material and symbolic organization: human group comprising individuals who formed with intentionally or not, to achieve a particular goal and places the group implementing regulations These are; the mosque, school, kuttab and etc.³³

while is an Islamic educational institution according to the container or place Hasbullah is the continuation of the process of Islamic education in conjunction with the process. Institutional

³²Daryanto, *Indonesian Language Dictionary*, p. 367

³³Ramayulis, *the science of Islamic education*, p. 277

education is the subsystem of society or nation. in its operational always refer to and responds to the needs of the development community. Without such a stance, the educational institution Islam may cause social and cultural inequalities.

This disparities that are often a source of conflict between the institution with the community. From there arise crises intensity education varies according to the level and extent of needs of the community. Therefore, Islamic educational institutions shall be in accordance with the demands and aspirations of the community, regardless of the reason, perhaps, to achieve progress in paying attention to it. Perhaps for the progress in the development, a little difficult.³⁴

Islamic educational institutions are the result of thought proposed by society that based on needs, controlling and developed by the soul of Islam (Qur'an and as-Sunnah). Islamic education institutions as a whole, is not a coming from outside, but rather in the growth and development, has a close relationship with Islamic life in General.

Islamic institution is not frozen, but institutions a flexible, evolving, and according to the will of time and place. This is in line with the extent of the Islamic area that bring added impact on the

³⁴Hasbullah, 1996,*Capita Selektta Islamic education*, Jakarta: PT. King Grafindo, cet I p. 38-39

population and the existence of a desire to obtain an adequate learning activities. In line with growing thoughts about education then, forming a wide range of Islamic educational institutions an orderly and purposeful.

Review of aspects of responsible institutions of Islam is divided into three sections, namely:

1. Islamic educational institutions of informal (family)

The family as the smallest unit of society is an alliance between a group of people who have patterns of the respective interests in educating children that there on the society. Educational activities in these institutions without a strict organization. Without any time and program evaluation.

The family in Islam known as the usrah, and forbidden. In accordance with sense above, families can also be obtained via the (persesusuan) and liberation. The important as well as the primacy of the family as an institution of Islam presupposed in the Qur'an surah at-Tahrim verse 6 which means:

"O faithful people, cultivate yourselves and your families from a fire whose fuel is men and of materials stone, his keepers are the angels who are rude, loud and

not menduharkai God to what he commanded them and always work out what ruled.

It is also practiced by the Prophet in his sunna. Among the formerly faithful to Islam and is a member of the family, namely, Khadija, Ali, Zaid. The family was the first, in which the nature of personality grew and formed a will become good citizens, depending on its growing in family life where he grew up.

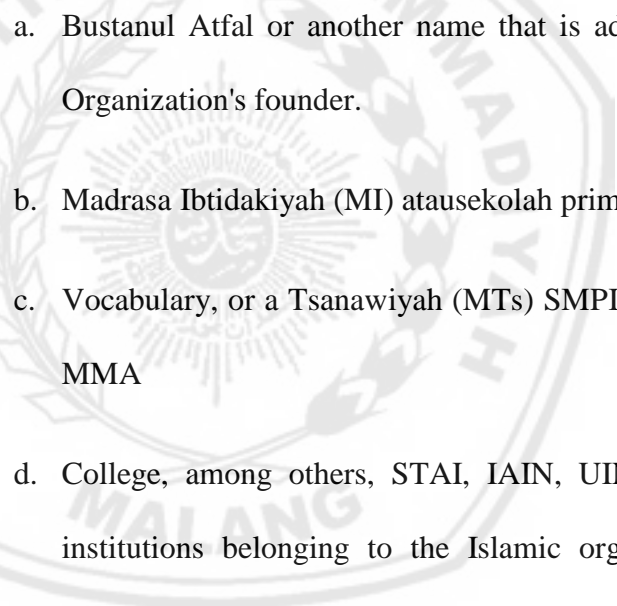
2. The Formal Islamic Education Institution (School/Madrasa)

The notion of formal Islamic education Institute is the education spot if there are held regularly, systematically, has a certain extension, and in particular, takes place starting from basic education to higher education, and implemented based on predefined.

While Haidar Nawawi grouped institutions of formal education of the head of the institution activities education there deliberately planned, systematic, in order to assist the child in developing its potential to run the task as a Caliph of God on Earth.³⁵

³⁵Abu Ahmadi, and Nuruhbiyati,1991, "*Islamic Education Science*, Jakarta: Cipta Rineka, p. 171-172

While the Gazalba place the institution in this type of formal secondary education, while education is a professional teacher, in Indonesia there are three educational institutions that are identic as the Islamic institution, i.e. boarding, madrasah, and schools belonging to the Islamic organization in respect of every type and level. The institution of Formal Islamic education in Indonesia is:

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- a. Bustanul Atfal or another name that is adapted to the Organization's founder.
 - b. Madrasa Ibtidakiyah (MI) atausekolah primary (SDI)
 - c. Vocabulary, or a Tsanawiyah (MTs) SMPI and also the MMA
 - d. College, among others, STAI, IAIN, UIN or similar institutions belonging to the Islamic organization or Foundation like high school, a private University Institutes belonging to the organization or Foundation.

Nevertheless some institution of Islam can be categorized to formal education.

2. Islamic educational institutions of Non Formal (public)

Happenings of the non formal Islamic education Institute is an institution that regularly but not following the rules fixed and tight. According to Abu al Hamdi of non formal educational institutions and adherence to all forms of organized education purpose, orderly, and well-planned activities outside school institutions (institutions of formal education) and still grow a breath of Islam in the process of there.

According to the Eclipse Sari Limbong that quotes statements Muhammad Dahrin, institutions of non formal education is outside the formal institutions that can be implemented in a structured and hierarchical. Later in Act SISDIKNAS explained that non formal education is organized for residents who need education service, best serves as a substitute or complement Enhancer.³⁶

Non formal education institutions functioning develop potential learners with an emphasis on mastery of knowledge and skills and professional attitudes and personality development. educators or teachers in non-formal education institutions is members of the public who given himself and was appointed to support the

³⁶ Eclipse Sari Limbong, *the role of non Formal Islamic education in Indonesia*, ([http: www. scribd. com/doc/239245591/print-Role-education-Informal-latest](http://www.scribd.com/doc/239245591/print-Role-education-Informal-latest): Papers of post IAIN North Sumatra Medan, retrieved August 23, 2017 street vendors at 05.

Organization of education. This is enshrined in the Law Number SISDIKNAS 20 year 2003 Chapter 1 General provisions article 1 paragraph 5. Learners in halini is community-wide.³⁷

Non formal education are also grouped into education outside the school that it is arranged in PP No. 73-year 1991. School education is education which was held outside the school either institutionalized or not.³⁸ as for included educational pathways outside the school is organized outside school education both at governmental, non governmental, as well as the private sector and the community.

Islamic institution is colloquial mechanism that provides an opportunity for everyone to enrich science and technology through lifelong learning. The emergence of community-based education paradigm fuelled by huge modernization that requires creation of a democratization of all human life, including education. Have to managed in education decentralization by giving them freely place for public participation, and still manage the needs of Islamic

³⁷*Ibid.* p. 3-4

³⁸Haidar's son, 2002 Daulay, *Islamic education In National education systems*, Terrain: IAIN Press, p. 167

educational institutions based on society, control, and developed by soul Islam.

Based on the above, community responsibility, Islamic educational institutions can be grouped in the non-formal education types are:

- a. Masjid, Mosque, Mosque, Surau etc.
- b. Madrasah Diniyah who do not follow the official statutes of the school
- c. The Majlis Taklim, TPQ, etc.
- d. Islamic courses
- e. The religious consultation bodies
- f. Musabaqah Tilawatil Quran³⁹

b. Types of Non Formal Islamic Education Institute

1. The mosque

The history of Muslims has been written that the mosque is the first home after madrasah Dar Al-Arqam Ibn Arqam. The mosque is this collected a wide variety of staple question of the Muslims, started to issue political, religious, cultural and societal, therefore, the Muslims gathered in mosques should be

³⁹Ramayulis, *the science of Islamic education*, Bandung: Rosdakarya. , p. 284

to deliberate and exchange opinions about any concern or the correlation affair with the religious and social life of the social community.⁴⁰

The mosque also as potential propagation media for Muslims, meaning mosque changed the society became the mansiri socio-economic independence, the present bottom.⁴¹ as a traditional educational institution, use the education system *halaqoh*, the educational material that is taught in the beginning are still forms of learning the letters Alif and read the Quran along with other Islamic sciences, such as faith, morals and worship became an Islamic institution.⁴²

Throughout the history of Islam mosque's role is highly Viral because in addition to places of worship, the mosque from time to time is location the functional potential and means to establish an Islamic educational institution, which later will give a new color, new science and new knowledge about the Islamic world and highly promising dynamics in the process of Islamic educational institutions.

2. Boarding school

⁴⁰Ali Al-Jumbulati,1994, *comparison of Islamic education*, Jakarta: PT. Copyright Rineka, p. 24

⁴¹Kuntowijoyo,1994,*the dynamics of History Muslims Indonesia*, Yogyakarta: Pustaka Study cet. II, p. 132

⁴²Samsul Nizar,2008, *history of Islamic education*,Jakarta: Kencana, cet. II, p. 281

Boarding school is a traditional Islamic education institutions to understand, appreciate and practice Islamic teachings with emphasised the importance of the moral religion of Islam as a living community guidelines.⁴³from the perspective of education, boarding school is the only institution that is resistant to various waves of modernization, due to the presence of the boarding is inseparable from the demands of the the Islamic society.

Boarding school as an institution is always keeping the harmonious relationships with surrounding communities so that his presence in the midst of society not alienated, in the same time all activity get support and appreciation full of the surrounding community. All carry its own assessment that the boarding system is something that are native to Indonesia, so that in itself is positive and should be developed.⁴⁴

The goal is to create a cadre of boarding cadres of evangelists who are expected to continue in the struggle of Islamic mission beside it is also expected that the record that boarding can learn to master Islamic studies that invitation was taught by the Kiai and also teachers.

3. Madrasah Diniyah

⁴³Kuntowijoyo, *the dynamics of history Muslims Indonesia*, p. 39-40

⁴⁴Samsul Nizar, *a history of Islamic education*, p. 26

The word *madrassa* in Arabic is a form of description of places (*Isim packed*), from the word *darasa*. Literally *vocabulary* mean as a place to learn the student, or place to give lessons of Word *darasa*, can also be derived of the word *madras* has the meaning of a book that studied or a place to learn, the word *al-Midrash* also mean as home to study law.⁴⁵

Based on the above definition some of the meanings of the *madrassa* has the meaning of a place of learning. While *al-din* is meant by meaning religion. of the two structure said to be one of them. *Madrasah* is that mean the thing the place of religious learning. *Madrasah diniyah* is educational institution providing education and instruction in classical space which aims to provide Islamic religious knowledge to students who feel less receiving lessons on Islam.⁴⁶

4. Council Taklim

The Council of *taklim* structure when viewed from his organization, including organizations of education outside the school, one of the Islamic institution that is non formal, which always instill morals and improve knowledge and skills

⁴⁵*Ibid*.p. 66

⁴⁶Madrasah Diniyah Computer, Gets, (<http://gets-computer.blogspot.com/2009/05/madrasah-diniyah.html>), diakses on August 23, 2017, at. 14.13

pattient, to be able to eradicate the ignorance of Muslims in order to obtain a happy and prosperous life and is blessed by God Almighty.

Majlis taklim if in terms of her parents then these institutions includes the institutions or means of Islam mission regularly and discipline to be able to organize and carry out activity. It develops the principle of democracy based on the deliberation to agreement for smooth implement.⁴⁷

According the said, the term combined taklim Council is composed of two words, namely: majlis which means place and taklim which means teaching. According to Council deliberations majis taklim taklim se-Jakarta the year 1980 is a non formal Islamic education Institute that has its own curriculum, held periodically and regularly and was followed by a relatively many jamaah, and aims to nurture and develop a relationship that is polite and harmonious between man and God Almighty.⁴⁸

Viewed from the angle of the theory of education, the Council of taklim is one of the centers of education between school and home. Ki Hajar Dewantara mention three

⁴⁷Hasbullah, *Capita Selektta Islamic education*, p. 94

⁴⁸Daulay Haidar's son, 2007, *history of the growth and renewal of Islamic education in Indonesia*, Jakarta: Kencana Prenada Media Group, p. 150

Education Center namely: household, school and community. Majlis taklim belongs into Islamic education in the community. In practice, the Council of taklim is where the Islamic religious education or teaching the most flexible and not bound by place and time, the Council of taklim can be done anywhere and anytime. usually as educators Council taklim It is led by a Shaykh, Kiai or ije.⁴⁹

The Council of Islamic taklim is non formal educational institution that has existed since long ago. The existence of the Council of taklim as one form of non formal Islamic education institutions have gained recognition in the law of INDONESIA number 20 CHAPTER VI article 26 paragraph 4 explicitly mentions the Council of taklim as part of a formal education. it This indicates that the majlis talim is one of the most important part of the national education system.

As an Islamic educational institution-based society, the role of strategic majlis taklim mainly lies in realizing the *learning society*, a society that has a tradition of study without being restricted by age, gender, educational level and also can be a vehicle of learning, as well as convey religious messages, developing hospitality and various containers of religious activities for other walks of life.

⁴⁹*Ibidp.* 5

As part of the National education system, majlis taklim implement function in colloquial, more flexible, open and is one of the solutions should provide opportunities to the public to add and complete less knowledge or do not have their formal education, especially in religious matters.

As the container at the same time propagation Institute of coaching people, Council of taklim has a number of functions including the following: 1) containers to deliver religious messages to its residents; 2) container that gives the opportunity to its residents to Exchange various experiences, thoughts in a religious issue; containers that can foster familiarity between its residents and fellow 4) container information and religious studies as well as cooperation among people.

5. Previous Research

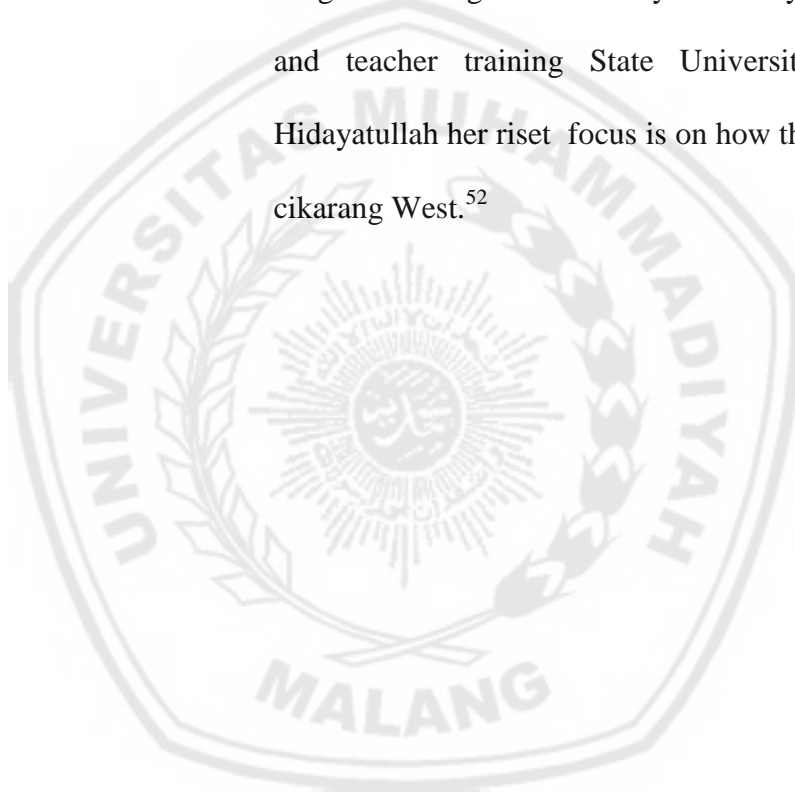
- a. Final report desrtasi Doctorate by Dra.Of Sitti Roskina Mas, M. Pd,entitled "the entrepreneurial Competence in Managing Headmaster production Unit Hotel education" (study of Multi case at SMK N 3 Malang, Malang, and SMK N 2 — 1 Buduran), University Of Indonesia. As for the focus and results of research he is

- b. How is the application of the values of entrepreneurship in order to manage the headmaster production unit hotel education consisting of creativity and inovation, work hard, find solutions and motivate
- c. how the success of the school headmaster in managing hotel education as student learning resources,
- d. how the success of the school headmaster in managing hotel education as a source of income of the school.⁵⁰
- e. Thesis Prima Prilia Santika "Entrepreneurial Competence of vocational secondary school Head Tour Se-Kecamatan of Bantul Regency of Bantul" its administrative HR Department of education faculty of education State University of Yogyakarta. Penelitian is done using a quantitative approach with a focus towards the extent to which the headmaster in each school headmaster can apply the competency keirausahaanya. From the research data obtained at the headmaster of creative and innovative

⁵⁰Approved on November 5, at the State University of Indonesia

competence is at a category very well (60%). In terms of the competence of working hard is on the category either (60%).⁵¹

- f. Siti Aisyah Thesis entitled "the entrepreneurial Competence Headmaster 2nd Cikarang Barat" Study Program Management Faculty of Tarbiyah Education and teacher training State University of Syarif Hidayatullah her riset focus is on how the headmaster cikarang West.⁵²



⁵¹ Approved on 11 December 2015 University Yogyakarta Negeri

⁵² Enacted on september 8, 2014 at UIN Syarif Hidayatullah Jakarta